

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Paramount Unified School District serves approximately 12,700 students in eleven elementary schools, four middle schools, one comprehensive high school located on two sites, a continuation high school, and a STEM-themed high school. The student community serves 93% socioeconomically disadvantaged students, 25% English Learners and 0.7% Foster Youth. District initiatives and resources focus on providing personnel, professional development, and instructional technology to equip every student to be successful in preschool through high school and leave prepared for post-secondary careers and college. Resources, including content specialists, academic coaches, school counselors, social workers, college preparation programs and early childhood learning are used to meet students' academic and social-emotional needs.

The following Paramount Unified School District School sites are receiving Equity Multiplier funding: Buena Vista Continuation High School and Paramount Community Day School.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Successes

The following area of improvement are successes as indicated by the 2023 Dashboard

- Chronic Absenteeism was very high in 2022 and is now medium (yellow)
- English Learner Progress was medium in 2022 and is now high (green)
- Math was low in 2022 and is now medium (yellow)

The following areas are successes as indicated by levels of Technical Assistance

- Additional Target Support and Improvement (ATSI) - Fifteen schools were identified for ATSI in 2022 compared to two schools in 2023
- Differentiated Assistance (DA) - Foster Youth and Students with Disabilities were identified for DA in 2022. It was the third consecutive year for Students with Disabilities. Currently no student groups are identified for DA.

Challenges

Schools

The following schools received the lowest performance level on one or more state indicators on the 2023 Dashboard

- Buena Vista High School - Graduation Rate, College/Career, English Language Arts, and Mathematics
- Harry Wirtz Elementary - English Learner Progress
- Major Lynn Mokler Elementary - English Learner Progress

Student Groups - District Level

The following student groups within district received the lowest performance level in the area of Mathematics on the 2023 Dashboard - African American, English Learners, Homeless, and Pacific Islander.

Student Groups - School Level

The following student groups within a school received the lowest performance level on one or more state indicators on the 2023 Dashboard

Alondra Middle School

- English Learners - English Language Arts, Mathematics, and Suspension Rate
- Students with Disabilities - English Language Arts and Mathematics

Buena Vista High School

- Hispanic - English Language Arts, Mathematics, and College/Career
- Socioeconomically Disadvantaged - English Language Arts, Mathematics, College/Career, and Graduation Rate
- English Learners - College/Career

Captain Raymond Collins Elementary

- African American - English Language Arts, Mathematics, and Suspension Rate
- Socioeconomically Disadvantaged - English Language Arts
- Students with Disabilities - Suspension Rate

Frank J. Zamboni Middle School

- English Learners - English Language Arts, Mathematics, and Suspension Rate
- African American - Suspension Rate

Harry Wirtz Elementary

- English Learners - English Learner Progress

Hollydale

- Students with Disabilities - Mathematics

Leona Jackson Middle School

- African American - Mathematics
- English Learners - Mathematics
- Socioeconomically Disadvantaged - Mathematics
- Students with Disabilities - Mathematics

Major Lynn Mokler Elementary

- English Learners - English Language Arts and English Learner Progress

Paramount High

- Students with Disabilities - Mathematics
- African American - Suspension Rate
- Foster Youth - Suspension Rate

Paramount Park Middle School

- Students with Disabilities - English Language Arts, Mathematics, and Suspension Rate
- English Learners - Mathematics and Suspension Rate
- African American - Suspension Rate

Wesley Gaines Elementary

- Students with Disabilities - Chronic Absenteeism

All of the above mentioned student groups will be supported through the following goals and action -

- Goal 1, Action 2 Provide Targeted Student Support - MTSS is the structure that will be used to monitor and develop supports and interventions for suspensions, attendance concerns, academic concerns (English Language Arts/English Language Development and Math), behavioral challenges (suspensions), and course completion (College/Career and Graduation Rate).
- Goal 1, Action 3 Measure and Monitor Academic Progress - This action supports the above-mentioned student groups within the MTSS structure.
- Goal 1, Action 8 - Improve English Learner Outcomes - This action provides the necessary supports for English Learners

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

PUSD has one continuation high school (Buena Vista High School) that serves students who are behind in credits for graduation.. Buena Vista High School has been identified for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The Director of Educational Services met with the school's administration to outline the process for developing a Comprehensive Support and Improvement plan. The following components were discussed:

Educational Partners

Key educational partner were identified to include in the planning and implementation process. Educational partners could include the site English Language Advisory Committee, School Site Council, leadership team, department teams, and other staff and other parent groups.

Comprehensive Needs Assessment:

1. Examine the gap that exists between the current state and desired state and the factors that can be attributed to the gap
2. Prioritize areas of focus that will inform improvement efforts
3. Ongoing cycle of improvement

Data - Areas of Need and Student Groups

The director discussed the possible data to gather and analyze in order to identify areas of focus and resource inequities.

1. Areas to study, such as English Language Arts,, Math, College/Career and graduation rate.
2. Student groups to include in data analysis, including all students, English Learners, Socioeconomically Disadvantaged, and Hispanic.
3. Quantitative data to collect, such as CA School Dashboard data, pass/fail rates, attendance data, office referrals, suspension data, grades, survey data course completion that meet graduation and A-G requirements.

Resource Inequities

1. Disaggregated and analyzed by student group to identify resource inequities.

2. Compile, sort and analyze data.

3. Prioritize needs and resource inequities within the identified area of focus.

Buena Vista is in the process of identifying resource inequities and will address them in the School Plan for Student Success.

Evidence-based Strategies: The following reputable sources were shared with the site administrator to support the process of identifying and choosing

evidence-based strategies: Evidence for ESSA Database, What Works Clearinghouse, and Next Generation High Schools: Redesigning the High School Experience

The director continues to meet with the administrator to work through the process. When the site develops their School Plan for Student Achievement which includes the CSI plan, the director will meet with the administrator to review and discuss implementation. Educational partners that support the LCAP process will meet

during the year to develop the LCAP. The director will communicate findings for the identified CSI site to the LCAP Committee and key educational partner to ensure that actions and services in the LCAP support the site's identified needs. This will create alignment and coherence with district initiatives.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

PUSD's Research and Evaluation and Educational Services Departments will provide timely data reports.

The following data will be collected and analyzed to determine next steps -

- Course completion rates
- Graduation rates
- Pass/fail data
- SBA data

Progress toward these indicators will be monitored throughout the school year and reported to the site's educational partners and district leadership, including Educational Services. Progress on the CSI plan will be monitored throughout the school year by the site's identified educational partners, including School Site Council, English Language Advisory Committee, Leadership Team, and department teams. In addition, Educational Services will support ongoing monitoring.

Next steps will be determined based on the data.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	<p>Staff Survey administered - The use of surveys is a valuable means for gathering input from a large number of educational partners. Surveys provide all educational partners with a voice and also provides PUSD long-term data to evaluate trends.</p> <p>Presentations and input sessions at each school - In an effort to promote educational partner input beyond the annual surveys, each school site conducted LCAP Input Meetings. The Director of K-5 Schools prepared a presentation and talking points for sites to use during the meetings, which ensured the same information was shared across the district. Google forms were used to collect input. This method was chosen to increase the likelihood that all participants could provide feedback. Meetings were held January through March 2024</p>
Principals	<p>LCAP Committee Meetings - The LCAP Committee includes teachers, principals, administrators, other personnel, bargaining unit presidents (certificated and classified), SELPA Director, superintendent, and two Governing Board members. The committee reviewed the LCAP goals, actions, and services, analyzed state indicators, local data, survey results, and methods for gaining educational partner input. Meetings were held on January 24, 2024 and May 15, 2024.</p> <p>District LCAP Meetings - Site principals, parents from each school and members of the PAC Committee and LCAP Committee attended</p>

	<p>two larger input meetings. Information related to LCAP goals and actions were presented to the large group. After the general presentation, participants sat in small groups with facilitators. Each participant rotated to different tables with a trained facilitator. Each facilitator was trained on one specific goal and data set related to that goal. They were also trained in ways to solicit feedback from each participant with leading questions. Facilitators recorded participant feedback and questions. There were two tables for each topic in order to present material in English and Spanish. Meetings were held on November 8, 2023 and March 13, 2024</p>
Administrators	<p>LCAP Committee Meetings - The LCAP Committee includes teachers, principals, administrators, other personnel, bargaining unit presidents (certificated and classified), SELPA Director, superintendent, and two Governing Board members. The committee reviewed the LCAP goals, actions, and services, analyzed state indicators, local data, survey results, and methods for gaining educational partner input. Meetings were held on January 24, 2024 and May 15, 2024.</p> <p>District LCAP Meetings - Site principals, parents from each school and members of the PAC Committee and LCAP Committee attended two larger input meetings. Information related to LCAP goals and actions were presented to the large group. After the general presentation, participants sat in small groups with facilitators. Each participant rotated to different tables with a trained facilitator. Each facilitator was trained on one specific goal and data set related to that goal. They were also trained in ways to solicit feedback from each participant with leading questions. Facilitators recorded participant feedback and questions. There were two tables for each topic in order to present material in English and Spanish. Meetings were held on November 8, 2023 and March 13, 2024</p>
Other School Personnel	<p>LCAP Committee Meetings - The LCAP Committee includes teachers, principals, administrators, other personnel, bargaining unit presidents (certificated and classified), SELPA Director, superintendent, and two Governing Board members. The committee reviewed the LCAP goals, actions, and services, analyzed state indicators, local data, survey results, and methods for gaining educational partner input. Meetings were held on January 24, 2024 and May 15, 2024.</p>

	<p>District LCAP Meetings - Site principals, parents from each school and members of the PAC Committee and LCAP Committee attended two larger input meetings. Information related to LCAP goals and actions were presented to the large group. After the general presentation, participants sat in small groups with facilitators. Each participant rotated to different tables with a trained facilitator. Each facilitator was trained on one specific goal and data set related to that goal. They were also trained in ways to solicit feedback from each participant with leading questions. Facilitators recorded participant feedback and questions. There were two tables for each topic in order to present material in English and Spanish. Meetings were held on November 8, 2023 and March 13, 2024</p>
<p>Local Bargaining Units</p>	<p>LCAP Committee Meetings - The LCAP Committee includes teachers, principals, administrators, other personnel, bargaining unit presidents (certificated and classified), SELPA Director, superintendent, and two Governing Board members. The committee reviewed the LCAP goals, actions, and services, analyzed state indicators, local data, survey results, and methods for gaining educational partner input. Meetings were held on January 24, 2024 and May 15, 2024.</p> <p>District LCAP Meetings - Site principals, parents from each school and members of the PAC Committee and LCAP Committee attended two larger input meetings. Information related to LCAP goals and actions were presented to the large group. After the general presentation, participants sat in small groups with facilitators. Each participant rotated to different tables with a trained facilitator. Each facilitator was trained on one specific goal and data set related to that goal. They were also trained in ways to solicit feedback from each participant with leading questions. Facilitators recorded participant feedback and questions. There were two tables for each topic in order to present material in English and Spanish. Meetings were held on November 8, 2023 and March 13, 2024</p> <p>Staff Survey administered - The use of surveys is a valuable means for gathering input from a large number of educational partners. Surveys provide all educational partners with a voice and also provides PUSD long-term data to evaluate trends.</p>

Parents

LCAP Committee Meetings - The LCAP Committee includes teachers, principals, administrators, other personnel, bargaining unit presidents (certificated and classified), SELPA Director, superintendent, and two Governing Board members. The committee reviewed the LCAP goals, actions, and services, analyzed state indicators, local data, survey results, and methods for gaining educational partner input. Meetings were held on January 24, 2024 and May 15, 2024.

Parent Advisory Committee (PAC): The PAC is composed of representatives from every school site. Members include parents of Students with Disabilities, English Learner, Foster Youth, and low-income students. The PAC was combined with the LCAP Committee this year. Meetings were held on January 24, 2024 and May 15, 2024.

District LCAP Meetings - Site principals, parents from each school and members of the PAC Committee and LCAP Committee attended two larger input meetings. Information related to LCAP goals and actions were presented to the large group. After the general presentation, participants sat in small groups with facilitators. Each participant rotated to different tables with a trained facilitator. Each facilitator was trained on one specific goal and data set related to that goal. They were also trained in ways to solicit feedback from each participant with leading questions. Facilitators recorded participant feedback and questions. There were two tables for each topic in order to present material in English and Spanish. Meetings were held on November 8, 2023 and March 13, 2024

Presentations and input sessions at each school - In an effort to promote educational partner input beyond the annual surveys, each school site conducted LCAP Input Meetings. The Director of K-5 Schools prepared a presentation and talking points for sites to use during the meetings, which ensured the same information was shared across the district. Google forms were used to collect input. This method was chosen to increase the likelihood that all participants could provide feedback. All materials were presented in English and Spanish. Meetings were held January through March 2024

Parent Surveys - The use of surveys is a valuable means for gathering input from a large number of educational partners. Surveys

	<p>provide all educational partners with a voice and also provides PUSD long-term data to evaluate trends.</p> <p>EL PAC/DELAC meetings - English Learner Parent Advisory Committee (EL PAC) and District English Learner Advisory Committee (DELAC): The EL PAC and DELAC serve as one committee. The members are composed of parents of English Learner students. Members are elected by parents of English Learners and represent each school's English Learner Advisory Committee (ELAC). At each meeting, a different state priority or LCAP goal was presented to the group. Parents were also presented data related to the priority or goal. During meetings, parents were given prompts related to the material and had the opportunity to discuss in small table groups. Each table recorded notes to share with the larger group. By allowing parents the opportunity to talk in smaller groups, there was a greater likelihood that all parents would actively participate with their peers without the pressure of speaking in front of a larger audience.</p>
Students	<p>Student Surveys - The use of surveys is a valuable means for gathering input from a large number of educational partners. Surveys provide all educational partners with a voice and also provides PUSD long-term data to evaluate trends.</p> <p>Student Focus Group - As a means to gain more student input, a student focus group was conducted. Two representatives from each middle school and high school attended the focus group meeting. Students were asked open-ended questions about LCAP actions and services. The open-ended questions allowed participants to provide insights that are difficult to capture from a survey. The meeting was held on April 12, 2024.</p>
Educational Partners at Equity Multiplier Sites	<p>Presentations and input sessions at each school - In an effort to promote educational partner input beyond the annual surveys, each school site conducted LCAP Input Meetings. The Director of K-5 Schools prepared a presentation and talking points for sites to use during the meetings, which ensured the same information was shared across the district. All materials were presented in English and Spanish. Meetings were held spring 2024.</p>

	<p>The meeting for Paramount Community Day School was on May 10, 2024</p> <p>The meeting for Buena Vista was on May 22, 2024</p>
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Educational partners support all actions and services that were outlined in the 2024-2027 LCAP. Input gathered supported the following decisions.

Parents and staff value the alignment of new goals with the newly adopted PUSD Strategic Plan. They strongly agree that alignment will ensure that resources are focused on the same goals, which will create the conditions for success.

Parents, staff, and students expressed the need to support students at all levels, including students who need extra support as well as students who are proficient or advanced. Goal 1, Action 2 (Provide Targeted Student Support), Goal 1, Action 3 (Measure and Monitor Academic Progress), and Goal 1, Action 5 (Provide Academic Enrichment Opportunities for Students), Goal 1, Action 9 (Promote Personalized Learning and Differentiated Instruction), and Goal 2, Action 2 (Design and Implement Holistic Training Programs) address this feedback.

All educational partners indicated that there needs to be a focus on the safety and emotional well-being of students. Goal 3 (Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety) supports this area.

Parent education, partnerships, and a commitment to regular, ongoing communication was an area that parents and staff expressed as a need that should be addressed in the LCAP. All of the actions outlined in Goal 4 (Enhance Family and Community Engagement) address this feedback.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Elevate Deeper Learning and College, Career, and Life Readiness	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal brings relevance and gives students a focus on both college and career. Students will be prepared for success in both the college and career of their choice. With a focus on academic rigor and college, career, and life readiness, students will possess the knowledge, skills, and certifications necessary to be successful in any post-secondary environment.

Analysis of state and local measures by all educational partners has produced evidence that instructional practices have not met the needs of Paramount Unified School District's student population. Outcomes for Reading and Math continue to be below standard (2023 - SBAC data: ELA - Orange / Mathematics - Yellow). Graduation rate is also below standard at orange. To address this issue, educational partners agreed that changes to instructional practices intentionally developed to implement state standards in a manner designed to best meet the needs of low-income, foster youth, and English learner students would be critical to improving outcomes for all students (Priorities 1 & 2).

To continuously promote the achievement of all students, particularly low-income, foster youth, and English Learners students, we plan to improve or develop innovative and research-based programs for Tier II and Tier III academic interventions, bilingual programs, and develop Tier I & Tier II enrichment programs to increase the opportunity to close achievement gaps between all students and student groups through these targeted programs (Priority 7 & Priority 8).

We acknowledge that in the 21st century it is imperative for students to have access to technology in both broad and personal manners. Poverty has been shown to be a barrier to accessing the technology necessary for a well-rounded and rigorous education. To ensure our low-income students are provided the access they need we will maintain a 1:1 student technology program, that will include access to Chromebooks in the classroom and at home, 21st century classroom technology and furniture to promote collaboration, and a laptop program for teachers and staff. Access to internet in the home will be supported through a hotspot program. 21st century teaching practices will be an integrated component of our professional development program (Priority 7 & 8).

Our district is committed to improving instructional practices, implementing 21st century teaching practices with integrated technology, and developing programs aligned with the science of learning. Utilizing actions developed for this goal we will improve English Language Arts and Math scores as measured by state and local assessments. (Priority 4).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate (CA School Dashboard)	90.2% graduated Orange Status CA School Dashboard Fall 2023			94% Green	
1.2	Middle School Adjusted Drop-Outs (CALPADS 1.24)	13 Fall 2023 Snapshot			10	
1.3	Drop-out rate (4-year cohort) (DataQuest)	6.5% School Year 2022-2023			4%	
1.4	A-G completion rate for all seniors (4-year cohort) (Dataquest)	All seniors: 45.6% English Learner: 21.9% Foster Youth: 30.8% Low income: 45.2% School Year 2022-2023			All seniors: 70% English Learner: 60% Foster Youth: 60% Low income: 70%	
1.5	AG/CTE: Number of graduates who met A-G and completed a CTE Pathway (CA School Dashboard Additional Reports)	151 School Year 2022-2023			200	

1.6	AP Test Takers: Percent that received 1 or more AP Scores of 3 or higher	41% School Year 2022-2023			45%	
1.7	ELA EAP Percent of College Ready/Conditionally (Grade 11 SBAC)	All Students: 46.6% English Learners: 5.56% Foster Youth: N/A Low income: 45.9% School Year 2022-2023			All Students: 65% English Learners: 40% Foster Youth: N/A Low income: 65%	
1.8	Math EAP percent of College Ready/Conditionally (Grade 11 SBAC)	All Students: 11.8% English Learners: 1.68% Foster Youth: N/A Low income: 11.35% School Year 2022-2023			All Students: 40% English Learners: 30%% Foster Youth: N/A Low income: 40%	
1.9	CCI: College & Career Indicator (CA School Dashboard)	41.7% Prepared Medium Status CA School Dashboard Fall 2023			55%	
1.10	Access to a Broad Course of Study (CA School Dashboard Local Indicator)	Standard Met CA School Dashboard Fall 2023			Standard Met	
1.11	Reclassification Rate for English Learners (PUSD)	14% Spring School Year 2022-2023			15%	
1.12	English Learner Proficiency Indicator (ELPI)	53.7% making progress Green Status Increased 5.5%			58%	

	(CA School Dashboard)	CA School Dashboard Fall 2023				
1.13	CAASPP ELA Percent Met or Exceeded (All grades all students)	ELA at 39.2% School Year 2022-2023			45%	
1.14	CAASPP Math Percent Met or Exceeded (All grades all students)	MATH at 21.6% School Year 2022-2023			30%	
1.15	California Science Test (CAST) Percent Met or Exceeded	CAST 18% School Year 2022-2023			30%	
1.16	ELA Academic Indicator (California School Dashboard)	Orange School Year 2022-2023 CA School Dashboard Fall 2023			Green	
1.17	Math Academic Indicator (California School Dashboard)	Yellow School Year 2022-2023 CA School Dashboard Fall 2023			Green	
1.18	i-Ready Percent meeting typical growth in Reading	Reading at 50% Diagnostic 3 School Year 2023-2024			55%	
1.19	i-Ready Percent meeting typical growth in Math	Math at 43% Diagnostic 3 School Year 2023-2024			50%	
1.20	Title I LCAP Survey	Survey 97% agree that their child benefits from arts and music programming.			100%	

1.21	Title I LCAP Survey	91% of teachers indicate that their students benefit from access to technology			100%	
1.22	iReady Beginning of Year Diagnostic - Reading Kindergarten	15% of all kindergartens enter school at grade level 2023			60%	
1.23	iReady Beginning of Year Diagnostic - Math Kindergarten	9% of all kindergartens enter school at grade level 2023			50%	
1.24	Desired Results Developmental Profile (DRDP) - TK Language and Literacy 2nd Assessment	Building Earlier			Building Later	
1.25	Desired Results Developmental Profile (DRDP) - TK Cognition, Including Math and Science 2nd Assessment	Exploring Later			Building Later	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Strengthen Curriculum and Instructional Practices	The Assistant Superintendent of Educational Services will ensure that our low-income, English learner, and foster youth students have access to high quality implementation of the district's adopted curriculum through the development of a robust professional development program aimed at improving the instructional delivery of our standard-aligned curriculum.	\$2,585,072.00	Yes
1.2	Provide Targeted Student Support	The Assistant Superintendent of Educational Services and identified Educational Services staff will ensure that our low-income, English learner, and foster youth students receive the appropriate differentiated supports (intervention and/or acceleration), and access to the appropriate classes (intervention and/or acceleration) in all schools (elementary, middle, and high school) by monitoring students' success and challenges in Tier 1 instruction through our Multi-tiered System of Support (MTSS).	\$2,229,958.00	Yes
1.3	Measure and monitor academic progress	In order to effectively monitor low-income, English learners, and foster youth student progress, the Assistant Superintendent of Educational Services, Educational Services staff, and technology staff will build an assessment system that includes common classroom and district assessments, benchmark assessments, screeners, reports, and ongoing	\$2,359,949.00	Yes

		progress monitoring. Student progress monitoring will lead to the identification of students in need of additional support and our Multi-Tiered System of Support (MTSS) will be integral to the process of effectively designing accommodations and interventions to meet identified need and monitor progress.		
1.4	Promote college and career readiness at all levels	Under the direction of the Assistant Superintendent of Educational Services, Counselors, College and Career Centers, and staff will provide the necessary resources students need in order to be college and career ready. School environments and programs that promote a college and career culture benefit underrepresented populations. Low-income, English learners, and foster youth students are underrepresented. Courses will be developed to expand college-going, leadership opportunities, increase AP participation, and A-G completion and will include Dual Enrollment, CTE and other early college and career awareness curriculum, such as AVID.	\$6,632,622.00	Yes
1.5	Provide academic enrichment opportunities for students	English Learners, foster youth, and low-income students are more likely to be successful academically when they are engaged in school through a well-rounded program that provides multiple enrichment opportunities. The Assistant Superintendent of Educational Services will ensure a comprehensive enrichment program that includes visual and performing arts, educational field trips, and advanced courses to create the conditions for the academic success of our unduplicated students.	\$3,727,166.00	Yes
1.6	Facilitate 21st century learning strategies and supports	There is a digital divide that negatively impacts low-income, English learners, and foster youth students. The Assistant Superintendent of Educational Services and the Chief Technology Officer will provide digital support (1:1 devices, tools, hot spots, digital resources, and professional development) in up-to-date learning environments (classrooms and libraries/learning centers) to bridge this gap.	\$2,640,821.00	Yes
1.7	Focus on early learning initiatives	Students that do not attend preschool or other academic environments prior to kindergarten are less likely to be successful in school. Foster youth, low-income, and English Learners are less likely to have the supports in their household to attend academic classes prior to beginning	\$2,568,282.00	Yes

		kindergarten. Universal Prekindergarten (UPK) will be implemented for all four-year-old students to ensure that our English Learners, low-income, and foster youth have the support necessary to learn appropriate school readiness and academic benchmarks. An Academic Coach will support these classes to ensure high-yield, evidence-based strategies that are developmentally appropriate are used in all UPK classrooms.		
1.8	Improve English Learner outcomes	The Educational Services team will provide professional development in language development strategies to teachers of English learners (including Long-Term English Learners) to improve English Language Development instruction (designated and integrated) for students learning English. In addition, it is important that English learners and Long-Term English Learners are appropriately assessed in order to receive valid scores which can be used for instructional purposes. Dual Language Immersion also supports the language and academic success for English learners. A Dual Language Immersion program will begin in the 2024-2025 school year with incoming kindergarten students and will be expanded each school year by one grade level.	\$552,022.00	Yes
1.9	Promote personalized learning and differentiated instruction	Students living in low-income households, Foster Youth, English Learners (including Long-Term English Learners), and students with disabilities are at greater risk for low grades and failure in high school. Academic success or failure is a predictor of high school graduation. The Assistant Superintendent of Human Resources will develop staffing formulas to ensure smaller class sizes and elimination of combination classes to allow teachers to provide differentiated instruction to address individual academic needs and supports for students to be successful. Teacher collaboration with a focus on effective, differentiated, evidence-based and intentional instructional practices also create the conditions for success with these students.	\$16,436,176.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Implement Comprehensive Professional Learning, Leading to Effective Change	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

According to local and state assessments, English Learners, foster youth, and low-income students score below their peers. Therefore, quality staff, instructional leadership, ongoing, effective professional development are necessary to increase proficiency levels.

Analysis of state and local measures by all educational partners has produced evidence that instructional practices have not met the needs of Paramount Unified School District's student population. Outcomes for Reading and Math continue to be below standard (2023 - SBAC data: ELA - Orange / Mathematics - Yellow). Graduation rate is also below standard at orange. To address this issue, Educational Partners agreed that changes to instructional practices intentionally developed to implement state standards in a manner designed to best meet the needs of low-income, foster youth, and English learner students would be critical to improving outcomes for all students. (Priorities 1 & 2)

To continuously promote the achievement of all students, particularly low-income, foster youth, and English Learners students, we plan to build teacher capacity through the development of instructional leadership teams as well as recruiting and retaining quality staff. Professional development that improves instructional practices is necessary to improve English Language Arts and Math scores as well as increase the graduation rate. (Priorities 4, 5, & 8)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Implement State Standards: Compliance	100%			100%	

	in providing courses aligned with state standards (CA School Dashboard Local Indicator)	CA School Dashboard Fall 2023				
2.2	Compliance in providing pupils access to standard aligned instructional materials (SARC)	100% Year 2022-2023			100%	
2.3	Teacher assignment monitoring outcomes (CA School Dashboard Local Indicator)	87% Clear (% of teaching FTE) School Year 2021-2022 Pending release of School Year 2022-2023			93%	
2.4	Develop and distribute a leadership development exit feedback survey	N/A			Set target after baseline is available in year 1 outcomes	
2.5	Develop and distribute a professional development exit feedback survey	N/A			Set target after baseline is available in year 1 outcomes	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Identify and Implement Leadership Development Programs	According to local and state assessments, our English Learners, foster youth, and low-income students score below their peers. Excellent leadership is key to ensuring quality programs and instruction for these students. The Superintendent and cabinet team members will develop and oversee a professional development plan to support administrators in leadership improvement. The addition of an Aspiring Leadership Academy will support current staff to develop quality instructional leadership skills in current roles, as well as prepare them for future roles. The goal for this action is to increase the quality of leadership for underrepresented students which will increase proficiency levels.	\$234,000.00	Yes
2.2	Design and Implement Holistic Training Programs	According to local and state assessments, our English Learners, foster youth, and low-income students score below their peers. Strong, evidence-based professional development models (i.e., professional learning communities, coaching, and ongoing support from experts in the field) for teachers and classified staff that improves educational services is key. The Assistant Superintendent of Educational Services will ensure that the district has dedicated days for professional development aimed at increasing the quality of instruction for underrepresented students which will increase students' academic outcomes.	\$675,662.00	Yes

2.3	Utilize a Distributed Leadership Model	Instructional Leadership Teams (ILTs) and Culture and Climate Leadership Teams (selected teachers, principals, district leaders) will meet regularly to build teacher capacity through professional development to improve instructional practices, culturally responsive teaching, and social emotional practices to improve the academic outcomes for low income, foster youth, and English Learners. Professional development includes time for grade levels to participate in cycles of professional learning (COPL) which will promote professional collaboration across the district.	\$696,465.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety	Broad Goal

State Priorities addressed by this goal.

<p>Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

Analysis of student survey data and student attendance and engagement data has shown many students do not feel connected to the school community, particularly among students who are foster youth, experiencing homelessness, low-income, and/or African American/Black. Survey data from students, parents and teachers has highlighted a need related to school connectedness. Data on the California School Dashboard for Chronic Absenteeism (yellow) and Suspension Rate (Orange) also underscore the need to focus on ensuring all schools have an emotionally safe environment. Education research predicts students are more likely to have poor attendance, increased behavior referrals, and low academic achievement when they lack school connectedness. (Priorities 5 & 6)

The science of learning and development identifies developmental relationships and safe, calm, and predictable environments as critical support for students to learn how to overcome stress so that they can self-regulate, focus, and learn. Utilizing actions targeted to address these needs will decrease the percentage of students who do not feel connected to the school community, decrease student discipline, and increase attendance. The actions in this goal are designed to improve overall culture, climate, and build relationships between staff and students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic absenteeism in grades TK through 8th grade (PUSD)	28% as of March 31,2024			19%	

3.2	Cumulative attendance (PUSD Dashboard)	92.9% as of May 1, 2024			95%	
3.3	CHKS Student-Caring adults in school (5th)	72% School Year 2023-2024 A6.4			80%	
3.4	CHKS Student-Caring adult relationships (7th)	50% School Year 2023-2024 A6.4			75%	
3.5	CHKS Student-Caring adult relationships (9th)	53% School Year 2023-2024 A6.4			75%	
3.6	Staff - Adults who work at this school listen to what students have to say	97% School Year 2023-2024			99%	
3.7	Parents: School environment is caring and supportive. (Agree/ Strongly Agree)	96% School Year 2023-2024			98%	
3.8	CHKS Student-Feel safe at school (5th grade)	72% School Year 2023-2024 A9.1			80%	
3.9	CHKS Student-School perceived as very safe or safe (7th grade)	49% School Year 2023-2024 A8.1			75%	
3.10	CHKS Student-School perceived as very safe or safe (9th grade)	57% School Year 2023-2024 A8.1			75%	
3.11	Staff report feeling safe or very	80% School Year 2023-2024			90%	

	safe from workplace violence (WVPP)					
3.12	Parents: School is a safe place for my child. (Agree/ Strongly Agree)	96% School Year 2023-2024			98%	
3.13	School facilities in good or excellent repair (SARC).	100% Year 2022-2023			100%	
3.14	CHKS Student-Elementary School Connectedness (5th Grade)	70% School Year 2023-2024 A6.3			80%	
3.15	CHKS Student-Secondary School Connectedness (7th grade)	48% School Year 2023-2024 A6.4			75%	
3.16	CHKS Student-Secondary School Connectedness (9th grade)	53% School Year 2023-2024 A6.4			75%	
3.17	Suspension Rate Indicator (CA School Dashboard)	3.3% Orange status CA School Dashboard Fall 2023 2.2% as of March 31, 2024			2% or less	
3.18	Expulsions (PUSD)	0 as of May 31, 2024			0	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enhance Physical Safety and Well-being	Low-income, English learners, and foster youth students require facilities that are safe and enhance their well-being in order to overcome the traumas of poverty, language barriers, and family separation endured by these students. Staff will ensure that all facilities are clean, safe, and conducive to learning. Additionally, staff will implement a dynamic safety program to address underlying issues leading to high suspension rates. School site administration, low-income students, community members, and maintenance and operations will collaborate in order to develop short-term and long-term beautification projects at each school site to address the need for facilities that enhance the well-being of our students.	\$4,951,573.00	Yes

3.2	Promote Social-Emotional Development	English learners, foster youth, low-income, and homeless students tend to live in situations where school and health resources are not easily accessible. A robust social emotional Multi-tiered System of Support will be implemented to meet the immense social emotional needs of our English learners, low-income, homeless, and foster youth students to assist them in overcoming these needs so they can access all aspects of their education. Certificated counselors and paraprofessional positions will comprise a Tier III level of social emotional and academic support. This action will also support the schools that qualified for ATSI support.	\$4,628,616.00	Yes
3.3	Implement Comprehensive Mental Health Support	English learners, foster youth, low-income, and homeless students tend to live in situations where school and health resources are not easily accessible. A robust mental health Multi-tiered System of Support will be implemented to meet the immense mental health needs of our English learners, low-income, homeless, and foster youth students to assist them in overcoming these needs so they can access all aspects of their education. Certificated Social Workers and paraprofessional positions will comprise a Tier III level of mental health support.	\$4,092,256.00	Yes
3.4	Improve Attendance and Reduce Chronic Absenteeism	English Learners, foster youth, low-income, and homeless students tend to live in situations where school and health resources are not easily accessible, which negatively impacts attendance. The Director of Student Services will work collaboratively with staff and community members to develop actions and services that promote regular school attendance and create a safe, positive school environment for students' academic success.	\$2,789,153.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Enhance Family and Community Engagement	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of state and local measures by educational partners has produced evidence that many of Paramount Unified School District families lack sufficient resources to enhance the success of their children in school, are reluctant to fully engage in the schooling process, and desire more robust communication with the district. To address this, community resources, family engagement and empowerment programs, and a robust communications plan will be implemented to best support the needs of low-income, foster youth, and English learner students and foster a team commitment throughout the district among all educational partners (Priority 3).

We acknowledge that engaging and empowering families is imperative for student success. Parent engagement in schooling has many positive outcomes, including better performance on academic measures, better attendance, higher self-esteem for children, better social skills, and higher high school graduation rates. Parent education programs that promote parent school partnerships will be offered to all parents.

Our district is committed to improving communication with our families. Utilizing communications staff and tools, we will increase attendance at our advisory committees and parent involvement opportunities, and indicators on our parent surveys will demonstrate parent satisfaction in connecting and engaging with their child(ren)’s teachers and school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	97% School Year 2023-2024			99%	

4.2	Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	65% School Year 2023-2024			75%	
4.3	Families find school events relevant and engaging (Title I/LCAP Parent Survey)	98% average (4 or 5) as of April 30, 2024			99%	
4.4	This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	92% School Year 2023-2024			95%	
4.5	Develop survey of communication & marketing strategy	N/A			Set target from baseline results in Year 1	
4.6	Local Indicator: Rate the LEA's progress in creating welcoming environments for all families in the community.	Full Implementation			Full Implementation and Sustainability	
4.7	Families report attending events (Title I/LCAP Parent Survey)	2410 parents - Open House 2379 parents - Back to School Night 390 parents -Parent Education Classes			4800 parents - Open House 4600 parents - Back to School Night	

		275 parents - volunteered School Year 2023-2024			800 parents - Parent Education Classes 600 parents - volunteered	
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Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Develop a Comprehensive Communication and Marketing Strategy	The Superintendent, board members, cabinet members, and community members will develop a communication and marketing strategy to ensure that they are reaching low-income, English learner, and foster youth families with key information regarding district operations, funding, and programs. Marketing is a key lever in improving enrollment, community participation, and school pride.	\$417,985.00	Yes

4.2	Strengthen Community Partnerships and Resources	Under the direction of the Director of Student Services the district will offer targeted resources designed to meet the needs of our low-income, foster youth, and English learner families. The services and programs are designed to build school – family relationships and to improve the circumstances of our student population to increase school attendance, academic outcomes, and overall well-being.	\$478,327.00	Yes
4.3	Improve home-school communication	The Assistant Superintendent of Educational Services and support staff will develop an effective and comprehensive two-way communication system to overcome communication barriers that negatively impact low-income, English learners, and foster youth families so these barriers do not impede access to academic, social-emotional, intervention, enrichment programs, or any school activities.	\$104,526.00	Yes
4.4	Develop a Robust Parent Engagement and Education Program	Parent education and resources provide the necessary supports to increase the likelihood of academic success, graduation, and college preparedness for English learners, foster youth, and low-income students. District social workers, counselors, principals, and teachers will work collaboratively to develop a year-long scope and sequence for parent engagement and parent/community educational programs.	\$43,613.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Build an Inclusive and Equitable School District	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

English learners, foster youth, and low-income students often feel marginalized, as was evident in student surveys. We are committed to ensuring that our schools foster an inclusive and equitable learning environment where students feel safe and accepted which will lead to a positive learning environment. (Priority 6)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP Percent Met or Exceeded in ELA for African American student group	26% ELA School Year 2022-2023			35%	
5.2	CAASPP Percent Met or Exceeded in Math for African American student group	10% Math School Year 2022-2023			22%	
5.3	CAASPP Percent Met or Exceeded in ELA for Hispanic student group	40% ELA School Year 2022-2023			49%	
5.4	CAASPP Percent Met or Exceeded in Math for Hispanic student group	22% Math School Year 2022-2023			34%	
5.5	CAASPP Percent Met or Exceeded in ELA for English Learners	12% ELA School Year 2022-2023			21%	

5.6	CAASPP Percent Met or Exceeded in Math for English Learners	8% Math School Year 2022-2023			20%	
5.7	CAASPP Percent Met or Exceeded in ELA for Students with Disabilities	11% ELA School Year 2022-2023			20%	
5.8	CAASPP Percent Met or Exceeded in Math for Students with Disabilities	7% Math School Year 2022-2023			20%	
5.9	i-Ready Typical Growth in ELA for African American student group	53% Reading Diagnostic 3 School Year 2023-2024			55%	
5.10	i-Ready Typical Growth in Math for African American student group	42% Math Diagnostic 3 School Year 2023-2024			50%	
5.11	i-Ready Typical Growth in ELA for Hispanic student group	50% Reading Diagnostic 3 School Year 2023-2024			55%	
5.12	i-Ready Typical Growth in Math for Hispanic student group	43% Math Diagnostic 3 School Year 2023-2024			50%	
5.13	i-Ready Typical Growth in ELA for english learners student group	47% Reading Diagnostic 3 School Year 2023-2024			55%	
5.14	i-Ready Typical Growth in Math for English Learners student group	41% Math Diagnostic 3 School Year 2023-2024			50%	
5.15	i-Ready Typical Growth in ELA for Students with Disabilities student group	45% Reading Diagnostic 3 School Year 2023-2024			55%	

5.16	i-Ready Typical Growth in Math for Students with Disabilities student group	42% Math Diagnostic 3 School Year 2023-2024			50%	
5.17	Student Groups with measures in Red in CA School Dashboard	Mathematics African American English Learners Homeless Pacific Islander			Zero groups in Red	
5.18	CAASPP Percent Met or Exceeded in ELA for Foster Youth student group	25% ELA School Year 2022-2023			35%	
5.19	CAASPP Percent Met or Exceeded in Math for Foster Youth student group	3% Math School Year 2022-2023			13%	
5.20	CAASPP Percent Met or Exceeded in ELA for Socioeconomically Disadvantaged student group	38% ELA School Year 2022-2023			49%	
5.21	CAASPP Percent Met or Exceeded in Math for Socioeconomically Disadvantaged student group	21% Math School Year 2022-2023			34%	
5.22	CAASPP Percent Met or Exceeded in ELA for Long Term English Learner student group	5% ELA School Year 2022-2023			15%	
5.23	CAASPP Percent Met or Exceeded in Math for Long Term English Learner student group	2% Math School Year 2022-2023			12%	
5.24	Current staffing 2023	White 46% Hispanic 40.7%			White 36% Hispanic 45.7%	

		African American: 6.5%			African American: 11.5%	
5.25	Local Indicator: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	Full Implementation and Sustainability			Full Implementation and Sustainability	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	Strengthen Diversity in Staff and Leadership	The Assistant Superintendent of Human Resources will use a multi-pronged approach to attract the most qualified employees because recruiting fully credentialed faculty and appropriately certified staff is a proven strategy to help meet the needs of low income, English learners, and foster youth students.	\$10,000.00	Yes
5.2	Implement Extra-curricular Programs to Promote School Connectedness	The Assistant Superintendent of Educational Services and principals will ensure that our low-income, English learners, and foster youth students will have access to enrichment programs outside of the instructional day. Programs may include access to music, visual and performing art, academic content, and/or intramural sports through the development of a comprehensive enrichment program because these students may lack the resources to access such services in the community.	\$320,000.00	Yes
5.3	Promote Cultural Proficiency throughout the School Community	The Assistant Superintendent of Educational Services will provide culturally responsive and trauma informed practices workshops for all teachers (general education and special education), counselors, administrators, and classified staff assigned to school sites to ensure that are our low-income, foster youth, and English learners, are provided school environments that are responsive to their unique needs.	\$20,000.00	Yes
5.4	Fully Implement the District's Equity Action Plan	PUSD has developed and will implement an Equity Action Plan designed to promote an educational environment rooted in diversity, equity, inclusion, and belonging that will support the overall well-being and academic outcomes for our low-income, English learners, and foster youth students.	\$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Equity Multiplier Schools	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Both schools that qualify for Equity Multiplier support have identified that family and student engagement is a need. Engaging and empowering students and families is imperative for student success. High levels of engagement has many positive outcomes, including better performance on academic measures, better attendance, higher self-esteem, better social skills and higher high school graduation rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Chronic absenteeism at Paramount Community Day School (PUSD)	65% as of March 31,2024			55%	
6.2	Chronic absenteeism at Paramount Buena Vista High School (PUSD)	53% as of March 31,2024			40%	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Increase Family Engagement	A full-time position will be added to assist with student recruitment, onboarding, outreach, parent communication and connections to outside resources to provide stronger connections between students/families and school. Additional hours will be provided to current staff to support these activities. Partnerships with outside resources will be secured to assist in meeting the needs of students and families.	\$342,098.00	Yes
6.2	Provide Enrichment and Social Emotional Learning Opportunities	Partnerships will be developed to provide students with necessary social-emotional support. Additionally, enrichment activities will be offered to students in order to create a stronger connection to school.	\$50,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$59,214,244	\$7,856,041

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
44.088%	0.000%	\$0.00	44.088%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Strengthen Curriculum and Instructional Practices</p> <p>Need: CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not meeting standard in ELA or Math:</p>	The Educational Services team will develop a comprehensive professional development plan because “teacher professional learning is a critical way to support the increasingly complex skills students need to learn in order to succeed in the 21st century. Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem solving, effective	We will monitor academic outcomes through: our district benchmark assessments (iReady), and SBAC scores as reported on the CA School Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ELA: English Learners 63.7 points below standard (PBS) Foster Youth 52.8 PBS Low-income students 31.9 PBS</p> <p>Math: English Learners 105.3 PBS Foster Youth 118 PBS Low-income students 84.1 PBS</p> <p>Title I LCAP Survey: 86% of teachers report professional development supports rigorous student learning and state standards.</p> <p>Educational Partner feedback indicated we need to improve Tier I instructional practices to ensure all students are able to meet grade level standards.</p> <p>Scope: LEA-wide</p>	<p>communication and collaboration, and self-direction. In turn, effective professional development is needed to help teachers learn and refine the instructional strategies required to teach these skills.” (Effective Teacher Professional Development; L. Hammond, May 2017).</p> <p>The professional development plan will include a focus on teacher learning to develop the critical skills needed to deliver core content in the most effective manner to address the academic needs of our English Learners, Foster Youth, and Low-income students.</p> <p>This action is being provided on an LEA-wide basis because all students will benefit from improved teaching practices.</p>	<p>Metrics related to measuring this action: Goal 1 Metric #13, #14, #15, #16, #17, #18, #19 Goal 5 Metric #5, #6, #13, #14, #18, #19, #20, #21</p>
1.2	<p>Action: Provide Targeted Student Support</p> <p>Need: CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not meeting standard in ELA or math:</p> <p>ELA: English Learners 63.7 points below standard (PBS)</p>	<p>The Individuals with Disabilities Education Act (IDEA, 2018) and the Every Student Succeeds Act (ESSA, 2015) place an emphasis on the use of a multi-tiered system of supports (MTSS) to increase all learners’ access to effective academic and behavioral instruction.</p> <p>The Educational Services team will build and monitor a Multi-tiered System of Support (MTSS) that is a proactive and preventative framework. The program will integrate data and instruction to maximize student achievement and support</p>	<p>We will monitor academic outcomes through: our district benchmark assessments (iReady), and SBAC scores as reported on the CA School Dashboard</p> <p>Metrics related to measuring this action:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Foster Youth 52.8 PBS Low-income students 31.9 PBS</p> <p>Math: English Learners 105.3 PBS Foster Youth 118 PBS Low-income students 84.1 PBS</p> <p>Based on feedback from our educational partners, we learned that our teachers and students would benefit from a structured targeted support program that serves the needs of students struggling to meet grade level standards.</p> <p>Scope: LEA-wide</p>	<p>students' social, emotional, and behavioral needs from a strengths-based perspective.</p> <p>We know our English Learners, Foster Youth, and Low-income student groups are failing to meet standards at a high rate and a system of support will provide an early warning mechanism to address their needs at the first indication of possible school failure.</p> <p>This action will be provided on a LEA-wide basis because all teachers will be trained on the MTSS process and the targeted intervention program will benefit all students.</p>	<p>Goal 1 Metric #13, #14, #15, #16, #17, #18, #19 Goal 5 Metric #5, #6, #13, #14, #18, #19, #20, #21</p>
<p>1.3</p>	<p>Action: Measure and monitor academic progress</p> <p>Need: CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not meeting standard in ELA or math:</p> <p>ELA: English Learners 63.7 points below standard (PBS) Foster Youth 52.8 PBS Low-income students 31.9 PBS</p> <p>Math: English Learners 105.3 PBS Foster Youth 118 PBS</p>	<p>Our Educational Services team will build an assessment system and provide training to principals and teachers on the proper implementation of assessments, the use of this data to inform instructional decisions, and provide clarity on how to document students who are receiving services through our MTSS program.</p> <p>This action is being provided on an LEA-wide basis because all students will participate in the assessment practices and will benefit from the program.</p>	<p>We will monitor academic outcomes through: our district benchmark assessments (iReady), and SBAC scores as reported on the CA School Dashboard</p> <p>Metrics related to measuring this action: Goal 1 Metric #13, #14, #15, #16, #17, #18, #19 Goal 5 Metric #5, #6, #13, #14, #18, #19, #20, #21</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Low-income students 84.1 PBS</p> <p>Based on feedback from our educational partners, we learned that our instructional program would benefit from a well-designed and implemented assessment system.</p> <p>Scope: LEA-wide</p>		
1.4	<p>Action: Promote college and career readiness at all levels</p> <p>Need: CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not graduating prepared for college and career at acceptable rates.</p> <p>SBAC: English Learners: 19.4% prepared – LOW Foster Youth: 21.4% prepared – NO PERFORMANCE LEVEL AVAILABLE Low-income: 41.3% prepared – MEDIUM</p> <p>A-G Completion Rate (4-year Cohort) All seniors: 45.6% English Learner: 21.9% Foster Youth: 30.8% Low income: 45.2%</p> <p>ELA EAP Percent of College Ready/Conditionally (Grade 11 SBAC): All Students: 46.6% English Learners: 5.56%</p>	<p>Under the direction of the Assistant Superintendent of Educational Services, Counselors, College and Career Centers, and staff will provide the necessary resources students need in order to be college and career ready.</p> <p>Courses will be developed to expand college-going, leadership opportunities, increase AP participation, and A-G completion and will include Dual Enrollment, CTE and other early college and career awareness curriculum, such as AVID.</p> <p>These actions are provided on an LEA-wide basis because school environments and programs that promote a college and career culture benefit English learners, Foster Youth, and Low-income students, however all students will benefit from a school community that promotes college and career skills.</p>	<p>We will monitor academic outcomes through: CA School Dashboard College and Career indicator.</p> <p>Metrics related to measuring this action: Goal 1 Metric #1, #7, #8, #9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Foster Youth: N/A Low income: 45.9%</p> <p>Math EAP percent of College Ready/Conditionally (Grade 11 SBAC): 11.8% All Students: 11.8 English Learners: 1.68% Foster Youth: N/A Low income: 11.35%</p> <p>College and Career Indicator: 41.7% Prepared (medium status)</p> <p>Through outreach our DELAC, ELAC, and Title I parents have communicated that our students are in need of access to school programs that promote the necessary skills to be college and career ready at graduation.</p> <p>Scope: LEA-wide</p>		
1.5	<p>Action: Provide academic enrichment opportunities for students</p> <p>Need: Of the approximately 30% of parents who took the Title I LCAP Survey 97% agree that their child benefits from arts and music programming.</p> <p>95% of teachers indicated that their students benefit from the arts and music program.</p>	<p>English Learners, Foster Youth, and Low-income students are more likely to be successful academically when they are engaged in school through a well-rounded program that provides multiple enrichment opportunities.</p> <p>The Assistant Superintendent of Educational Services will ensure a comprehensive enrichment program that includes visual and performing arts, educational field trips, and advanced courses to create the conditions for the academic success of our English Learners, Foster Youth, and Low-income students.</p>	<p>We will monitor the effectiveness of our enrichment program through our Title I LCAP Survey.</p> <p>Metrics related to measuring this action: Goal 1 Metric #20</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Feedback from our parents and teachers clearly identified the need for a robust enrichment program as our English Learners, Foster Youth, and Low-income students do not have easily accessible or affordable options in the community and providing a robust whole child program is a desire from all community members.</p> <p>Scope: LEA-wide</p>	<p>We are offering these services on an LEA-wide basis because all students will benefit from a program that addresses the whole child.</p>	
<p>1.6</p>	<p>Action: Facilitate 21st century learning strategies and supports</p> <p>Need: 91% of teachers indicate that their students benefit from access to technology</p> <p>Student focus groups provide qualitative data to support the need for technology in the classroom. Student responses include: “I use my Chromebook in all my classes.” “I use technology to support College and Career readiness.”</p> <p>Feedback from our teachers and students led us to understand that there is an ongoing need to ensure our students have the technical skills necessary to thrive in the 21st century. We understand that barriers to technology include language, lack of sufficient finances, and transiency. There is a digital divide that negatively impacts English learners, Foster Youth, and Low-income students.</p>	<p>The Assistant Superintendent of Educational Services and the Director of Technology will provide digital support (1:1 devices, tools, hot spots, digital resources, and professional development) in up-to-date learning environments (classrooms and libraries/learning centers).</p> <p>We are offering these services on an LEA-wide basis because all students will benefit from closing the digital divide gap.</p>	<p>We will monitor the need for 21st tools through the Title I LCAP Survey and student focus groups.</p> <p>Metrics related to measuring this action: Goal 1 Metric #21</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.7</p>	<p>Action: Focus on early learning initiatives</p> <p>Need: According to our Beginning of the Year iReady data kindergarten students do not enter school ready for the rigors of kindergarten:</p> <p>Reading 2023: 15% of all kindergartens enter school at grade level 2022: 17% of all kindergarteners enter school at grade level</p> <p>Math 2023: 9% of all kindergartens enter school at grade level 2022: 10% of all kindergarteners enter school at grade level</p> <p>Based on the Desired Results Developmental Profile (DRDP) 2nd Assessment (2023-2024) TK students on average are: “Building Earlier” in Language and Literacy “Exploring Later” in Cognition, Including Math and Science</p> <p>Based on feedback from district-wide LCAP meetings, we learned that our English Learner, Foster Youth and Low-income students do not have access to high-quality early learning programs.</p>	<p>Transitional Kindergarten (TK) will be implemented for all four-year-old students to ensure that our English Learners, Foster Youth, and Low-income students have the support necessary to learn appropriate school readiness and meet academic benchmarks.</p> <p>An Academic Coach will support these classes to ensure high-yield, evidence-based strategies that are developmentally appropriate are used in all TK classrooms.</p> <p>This action is being offered on an LEA-wide basis because all of our students will benefit from early learning initiatives that prepare students to enter kindergarten with the prerequisite skills necessary for school success.</p>	<p>We will monitor incoming TK data through the beginning of the year iReady diagnostic in Kindergarten and the DRDP 2nd Assessment.</p> <p>Metrics related to measuring this action: Goal 1 Metric #22, #23, #24, #25</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.8</p>	<p>Action: Improve English Learner outcomes</p> <p>Need: CA School Dashboard data demonstrates that our English Learners are at 53.7% making progress toward English language proficiency.</p> <p>We currently have 2,509 English Learners and 588 are identified as Long Term English Learners (LTEL), and 305 are At-Risk of becoming LTEL (DataQuest).</p> <p>Discussions with our DELAC and ELAC revealed an ongoing need to improve the quality of English Language Development (ELD) lessons, while also building a dual language program to meet the needs for a biliterate student community. Dual Language Immersion research indicates that dual language programs improve both language and academic success for students.</p> <p>Scope: LEA-wide</p>	<p>The Educational Services team will provide professional development in language development strategies to teachers of English learners to improve English Language Development instruction (designated and integrated) for students learning English.</p> <p>A Dual Language Immersion program will begin in the 2024-2025 school year with incoming kindergarten students and will be expanded each school year by one grade level.</p> <p>An assessment program will be implemented to assess the progress of English Learners.</p>	<p>We will monitor academic outcomes through: CA School Dashboard English language proficiency indicator Reclassification Rate for English Learners Long Term English Learner numbers</p> <p>Metrics related to measuring this action: Goal 1 Metric #11, #12 Goal 5 Metric #22, #23</p>
<p>1.9</p>	<p>Action: Promote personalized learning and differentiated instruction</p> <p>Need: CALPADS - average class size is 24.26 students</p>	<p>The Assistant Superintendent of Human Resources will develop staffing formulas to ensure smaller class sizes and elimination of combination classes to allow teachers to provide differentiated instruction to address individual academic needs and supports for students to be successful.</p>	<p>We will monitor this action through CALPADS class size averages, CA School Dashboard Graduation Rates, and Drop-out rates.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>CA School Dashboard Graduation Rate: English Learners: 82% graduated Foster Youth: No data available Low-income: 90.1% graduated Middle school drop-outs: 19 students Drop-out rate (4 year cohort): 6.5% Research indicates that English Learners, Foster Youth, and Low-income students are at greater risk for low grades and failure in high school and may benefit from smaller class sizes. Based on this information, our Educational Partners and DELAC have requested that we work to decrease classroom enrollment numbers.</p> <p>Scope: LEA-wide</p>	<p>This action is being provided on an LEA-wide basis because all students can benefit from smaller class sizes.</p>	<p>Metrics related to measuring this action: Goal 1 Metric #1, #2, #3</p>
<p>2.1</p>	<p>Action: Identify and Implement Leadership Development Programs</p> <p>Need: CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not meeting standard in ELA or math:</p> <p>ELA: English Learners 63.7 points below standard (PBS) Foster Youth 52.8 PBS Low-income students 31.9 PBS</p> <p>Math:</p>	<p>The Superintendent and cabinet team members will develop and oversee a professional development plan to support administrators in instructional leadership improvement to ensure that English Learners, Foster Youth, and Low-income students are provided high-quality learning environments.</p> <p>An Aspiring Leadership Academy will support current staff to develop quality instructional leadership skills in current roles, as well as prepare them for future roles.</p> <p>These actions will create an opportunity to significantly increase the leadership skills of our current leaders and those aspiring to a more active role in leading at their schools and are being</p>	<p>We will monitor student outcomes through the CA School Dashboard ELA and Math indicator.</p> <p>Metrics related to measuring this action: Goal 1 Metric #13, #14, #15, #16, #17, #18, #19 Goal 2 Metric #4, #5 Goal 5 Metric #5, #6, #13, #14, #18, #19, #20, #21</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learners 105.3 PBS Foster Youth 118 PBS Low-income students 84.1 PBS</p> <p>Feedback from our administrators, principals and teachers indicates a need to improve instructional programs through a more focused leadership development program because research is clear that excellent leadership is key to ensuring quality programs and instruction for these students</p> <p>Scope: LEA-wide</p>	<p>provided on an LEA-wide basis because all students will benefit from increasing the quality of instructional leadership.</p>	
<p>2.2</p>	<p>Action: Design and Implement Holistic Training Programs</p> <p>Need: CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not meeting standard in ELA or math:</p> <p>ELA: English Learners 63.7 points below standard (PBS) Foster Youth 52.8 PBS Low-income students 31.9 PBS</p> <p>Math: English Learners 105.3 PBS Foster Youth 118 PBS Low-income students 84.1 PBS</p>	<p>The Superintendent and cabinet members will ensure that the district has dedicated days for professional development aimed at increasing the quality of instruction and ancillary services for English Learners, Foster Youth, and Low-income students which will increase students' academic outcomes.</p> <p>This action is being offered on an LEA-wide basis because all students will benefit from improved services gained by certificated and classified staff during these professional development days.</p>	<p>We will monitor student outcomes through the CA School Dashboard ELA and Math indicator.</p> <p>Metrics related to measuring this action: Goal 2 Metric #5</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Strong, evidence-based professional development models (i.e., professional learning communities, coaching, and ongoing support from experts in the field) for teachers and classified staff that improves educational services is key to improving student outcomes. Based on feedback from our teachers' association and classified association we will implement dedicated days for professional development.</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Utilize a Distributed Leadership Model</p> <p>Need: CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not meeting standard in ELA or Math:</p> <p>ELA: English Learners 63.7 points below standard (PBS) Foster Youth 52.8 PBS Low-income students 31.9 PBS</p> <p>Math: English Learners 105.3 PBS Foster Youth 118 PBS Low-income students 84.1 PBS</p>	<p>Instructional Leadership Teams (ILTs) and Culture and Climate Leadership Teams (selected teachers, principals, district leaders) will meet regularly to build teacher capacity through professional development to improve instructional practices, culturally responsive teaching, and social emotional practices to improve the academic outcomes for English Learners, Foster Youth, and Low-income students. Professional development includes time for grade levels to participate in cycles of professional learning (COPL) which will promote professional collaboration across the district.</p> <p>This action is being offered on an LEA-wide basis because all our students can benefit from the instructional support and social emotional support to address their needs.</p>	<p>We will monitor academic outcomes through: our district benchmark assessments (iReady), and SBAC scores as reported on the CA School Dashboard</p> <p>Metrics related to measuring this action: Goal 1 Metric #13, #14, #15, #16, #17, #18, #19 Goal 5 Metric #5, #6, #13, #14, #18, #19, #20, #21</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Based on feedback from Principals there is a need for teachers and schools to collaborate in a systematic manner across grade levels, schools, and districtwide to improve instructional practices.</p> <p>Scope: LEA-wide</p>		
<p>3.1</p>	<p>Action: Enhance Physical Safety and Well-being</p> <p>Need: CA School Dashboard Suspension Rate:</p> <p>English Learners: 3.2% suspended at least one day Foster Youth: 10.1% suspended at least one day Low-income: 3.3% suspended at least one day CA Healthy Kids Survey: 72% of 5th grade students feel safe at school. 49% of 7th grade students feel safe at school. 57% of 9th grade students feel safe at school.</p> <p>Through collaboration with our Safety Committee we assessed the need for improved safety programs and facilities and the potential positive impact on student safety and well-being.</p> <p>Scope: LEA-wide</p>	<p>Staff will ensure that all facilities are clean, safe, and conducive to learning.</p> <p>Will implement a dynamic safety program to address underlying issues leading to high suspension rates.</p> <p>School site administration, low-income students, community members, and maintenance and operations will collaborate in order to develop short-term and long-term beautification projects at each school site.</p> <p>This action is being offered on an LEA-wide basis because while our English Learners, Foster Youth, and Low-income students require facilities that are safe and enhance their well-being in order to overcome the traumas of poverty, language barriers, and family separation experienced by these students, all students will benefit from improved facilities and enhanced safety.</p>	<p>We will monitor suspension rates for English Learners, Foster Youth, and Low-income students as well as all students at the district.</p> <p>We will maintain accurate records of all facility beautification projects.</p> <p>Metrics related to measuring this action: Goal 3 Metric , #8, #9, #10, #13, #14, #15, #16</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.2</p>	<p>Action: Promote Social-Emotional Development</p> <p>Need: CA Healthy Kids Survey 70% of 5th grade students feel connected to school 48% of 7th grade students feel connected to school 53% of 9th grade students feel connected to school</p> <p>72% of 5th grade students report having Caring Adults in School 50% of 7th grade students report having a Caring Adult Relationship 53% of 9th grade students report having a Caring Adult Relationship</p> <p>Based on input from our school counselors, school psychologists, parent advisory committees, and student surveys we determined that our English Learners, Foster youth, Low-income, and homeless students tend to live in situations where social emotional resources are not easily accessible.</p> <p>Scope: LEA-wide</p>	<p>The Educational Services team will develop and monitor a robust social emotional Multi-tiered System of Support to meet the social emotional needs of our English learners, Foster Youth, Low-income, and homeless students to assist them in overcoming these needs so they can access all aspects of their education.</p> <p>Certificated counselors and paraprofessional staff will comprise a Tier III level of social emotional and academic support.</p> <p>These actions are being provided on an LEA-wide basis because all our students can benefit from the social emotional support</p>	<p>We will monitor this action through the CA Healthy Kids Survey Connectedness measure.</p> <p>Metrics related to measuring this action: Goal 3 Metric #3, #4, #5, #14, #15, #16</p>
<p>3.3</p>	<p>Action: Implement Comprehensive Mental Health Support</p> <p>Need: CA Healthy Kids Survey:</p>	<p>A robust mental health Multi-tiered System of Support will be implemented to meet the mental health needs of our English Learners, Foster Youth, Low-income, and homeless students.</p>	<p>We will implement, monitor, and analyze data from the CA Healthy Kids Surveys.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>72% of 5th grade students feel safe at school. 49% of 7th grade students feel safe at school. 57% of 9th grade students feel safe at school.</p> <p>70% of 5th grade students feel connected to school 48% of 7th grade students feel connected to school 53% of 9th grade students feel connected to school</p> <p>Based on input from our advisory committees, school counselors, and student surveys we ascertained a need for our English learners, Foster Youth, Low-income, and homeless students to have access to mental health support as they tend to live in situations where mental health resources are not easily accessible.</p> <p>Scope: LEA-wide</p>	<p>Certificated Social Workers and paraprofessional positions will comprise a Tier III level of mental health support.</p> <p>These actions are being provided on an LEA-wide basis because all our students can benefit from mental health and trauma related services.</p>	<p>Metrics related to measuring this action: Goal 3 Metric #8, #9, #10, #14, #15, #16</p>
<p>3.4</p>	<p>Action: Improve Attendance and Reduce Chronic Absenteeism</p> <p>Need: CA School Dashboard Chronic Absenteeism</p> <p>English Learners: 29.7% Chronically Absent Foster Youth: 26.8% Chronically Absent Low-income: 33.2% Chronically Absent Through outreach with our parents and their teachers we learned there are many and varied reasons for chronic absenteeism in our</p>	<p>The Director of Student Services and team will work collaboratively with staff and community members to develop Attendance Action Plans that address the varying issues for poor school attendance at each school site.</p> <p>This action is being provided on an LEA-wide basis because all students can benefit from addressing barriers to attendance.</p>	<p>We will monitor attendance rates and chronic absenteeism for English Learners, Foster Youth, and Low-income students as well as all students in the district.</p> <p>We will monitor school Attendance Action Plans.</p> <p>Metrics related to measuring this action:</p>

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	<p>community, and we will require a multi-pronged approach to address this issue.</p> <p>Scope: LEA-wide</p>		<p>Goal 3 Metric #1, #2</p>
<p>4.1</p>	<p>Action: Develop a Comprehensive Communication and Marketing Strategy</p> <p>Need: 27% of parents/families participated in the Title I LCAP Survey</p> <p>97.0% of parents who participated in our survey “Feel welcome at school sites”</p> <p>98.0% of families who participated in our survey “Find school events relevant and engaging”</p> <p>Through discussions with DELAC, LCAP Committee meetings, and parent surveys, we understand that we have engaged the families who are involved in our school programs, however, we realize that we have several families (English Learner, Foster Youth, and Low-income) who are not engaged with the school community. Marketing is a key lever to engaging these families and improving enrollment, community participation, and school pride.</p> <p>Scope:</p>	<p>The Superintendent, cabinet members, and community members will develop a communication and marketing strategy to ensure that they are reaching English Learners, Foster Youth, and Low-income families with key information regarding district operations, funding, and programs.</p> <p>This action is provided on an LEA-wide basis because improved communication will greatly benefit our families that have barriers to communication (English Learners, Foster Youth, and Low-income) and will also benefit all students.</p>	<p>We will monitor the increase in school – community communication through the Title I LCAP survey and attendance rosters at parent advisory committees and school events.</p> <p>Metric related to measuring this action: Goal 4 Metric #7</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.2	<p>Action: Strengthen Community Partnerships and Resources</p> <p>Need: Local Indicator data provides insight into the following areas of need:</p> <p>better understand families’ strengths, cultures, languages, and goals for children improve two-way communication effectively engaging parents in advisory committees opportunities for families to provide input on policies and programs and implement strategies to reach and seek input</p> <p>Based on the input of parent advisory committees and local indicator data we understand that our English Learners, Foster Youth, and Low-income students require services and programs designed to build school – family relationships and to improve the circumstances of our students so that attendance, academic outcomes, and overall well-being improve.</p> <p>This action is being provided on an LEA-wide basis because all students will benefit from the improvement of school-family relationships.</p> <p>Scope: LEA-wide</p>	Under the direction of the Superintendent the district will offer targeted resources designed to meet the needs of our English Learner, Foster Youth, and Low-income families.	<p>We will monitor the strength of our community partnerships through our Local Indicators - Parent and Family Engagement.</p> <p>Metrics related to measuring this action: Goal 4 Metric #2, #4</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>4.3</p>	<p>Action: Improve home-school communication</p> <p>Need: 65% of parents report that they use the Parent Square App.</p> <p>Local Indicator data provides insight into the following areas of need: improve two-way communication</p> <p>Based on input from parents, teachers, and principals, we know that our English Learners, Foster Youth, and Low-income students face communication barriers that negatively impact their academic careers.</p> <p>Scope: LEA-wide</p>	<p>The Assistant Superintendent of Educational Services and support staff will develop an effective and comprehensive two-way communication system.</p> <p>This action is being implemented on an LEA-wide basis because we know that effective two-way communication with all families will improve all students' school experiences.</p>	<p>We monitor the usage of Parent Square through the online application.</p> <p>Metrics related to measuring this action: Goal 4 Metric #2</p>
<p>4.4</p>	<p>Action: Develop a Robust Parent Engagement and Education Program</p> <p>Need: Title I LCAP Survey: 2410 parents reported attending Open House 2379 parents reported attending Back to School Night 390 parents reported attending Parent Education Classes 275 parents reported volunteering</p> <p>Based on input from the District and Site LCAP committees, school site meetings, DELAC, and the Title I LCAP survey we learned that</p>	<p>District social workers, counselors, principals, and teachers will work collaboratively to develop a year-long scope and sequence for parent engagement and parent/community educational programs.</p> <p>This action is offered on an LEA-wide basis because providing the necessary parent education and parent resources to families will increase the likelihood of academic success, graduation, and college preparedness for all students.</p>	<p>We will monitor this through our Title I LCAP Survey</p> <p>Metrics related to measuring this action: Goal 4 Metric #7</p>

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	<p>we need to increase our parent education and parent resources for our English Learners, Foster Youth, and Low-income families.</p> <p>Scope: LEA-wide</p>		
<p>5.1</p>	<p>Action: Strengthen Diversity in Staff and Leadership</p> <p>Need: Our staffing data indicates we can improve on our diversity to better match our student population.</p> <p>All staff: White 46% Hispanic 40.7% African American: 6.5%</p> <p>Through collaboration with our Educational Partners we learned that our English Learners, Foster Youth, and Low-income students do not always have access to a diverse teachers and support staff.</p> <p>Scope: LEA-wide</p>	<p>The Assistant Superintendent of Human Resources will use a multi-pronged approach to attracting the most qualified and diverse employees</p> <p>This action is being provided on an LEA-wide basis because recruiting fully credentialed faculty and appropriately certified staff is a proven strategy to help meet the needs of all students.</p>	<p>We will monitor this action through staffing data.</p> <p>Metrics related to measuring this action: Goal 5 Metric #24</p>
<p>5.2</p>	<p>Action: Implement Extra-curricular Programs to Promote School Connectedness</p> <p>Need: Title I LCAP Survey</p>	<p>The Assistant Superintendent of Educational Services, the Assistant Superintendent of Human Resources, and principals will ensure that our English learners, Foster Youth, and Low-income students will have access to enrichment programs outside of the instructional day. Programs may</p>	<p>We will monitor this action through our Title I LCAP Survey and the CA Healthy Kids Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>94% of survey participants whose students were involved in extracurricular activities were satisfied.</p> <p>CA Healthy Kids Survey</p> <p>70% of 5th grade students feel connected to school 48% of 7th grade students feel connected to school 53% of 9th grade students feel connected to school</p> <p>Based on input from our students, parents, teachers, and principals we understand the need to develop a robust program of before-school, afterschool, and Saturday enrichment programs.</p> <p>Scope: LEA-wide</p>	<p>include access to music, visual and performing art, academic content, and/or intramural sports.</p> <p>These services are being offered on an LEA-wide basis because all our students will benefit from enrichment opportunities.</p>	<p>Metrics related to measuring this action: Goal 3 Metric #14, #15, #16</p>
<p>5.3</p>	<p>Action: Promote Cultural Proficiency throughout the School Community</p> <p>Need: Local Indicator data provides insight into the following areas of need:</p> <p>better understand families' strengths, cultures, languages, and goals for children</p> <p>Based on feedback from our teachers, principals, and community members, we</p>	<p>The Director of Climate, Culture, and Equity will plan for culturally responsive and trauma informed practices workshops for all teachers (general education and special education), counselors, administrators, and classified staff assigned to school sites.</p> <p>This action is being provided on an LEA-wide basis because all students have a need for culturally responsive teaching and trauma informed practices.</p>	<p>We will monitor this action through Local Indicator Data.</p> <p>Metrics related to measuring this action: Goal 5 Metric 25</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>learned we need to ensure our English Learners, Foster Youth, and Low-income students are provided school environments that are responsive to their unique needs due to environmental or trauma related experiences.</p> <p>Scope: LEA-wide</p>		
<p>5.4</p>	<p>Action: Fully Implement the District's Equity Action Plan</p> <p>Need: CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not meeting standard in ELA or Math:</p> <p>ELA: All Student 9.8 points below standard (PBS) English Learners 63.7 PBS Foster Youth 52.8 PBS Low-income students 31.9 PBS</p> <p>Math: All Students: 81.9 PBS English Learners 105.3 PBS Foster Youth 118 PBS Low-income students 84.1 PBS</p> <p>During our Equity Advisory Committee meetings, it was clear that we needed to address equity for our English Learners, Foster Youth, and Low-income students.</p>	<p>The Director of Climate, Culture, and Equity will oversee the implementation of the district's Equity Action Plan.</p> <p>This action is being provided on an LEA-wide basis because all students will benefit from an equitable learning environment.</p>	<p>We will monitor academic outcomes through: our district benchmark assessments (iReady), and SBAC scores as reported on the CA School Dashboard</p> <p>Metrics related to measuring this action: Goal 1 Metric #13, #14, #15, #16, #17, #18, #19 Goal 5 Metric #5, #6, #13, #14, #18, #19, #20, #21</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>PUSD developed an Equity Action Plan designed to promote an educational environment rooted in diversity, equity, inclusion, and belonging that will support overall well-being and academic outcomes.</p> <p>Scope: LEA-wide</p>		
<p>6.1</p>	<p>Action: Increase Family Engagement</p> <p>Need:</p> <p>Scope: LEA-wide</p>		
<p>6.2</p>	<p>Action: Provide Enrichment and Social Emotional Learning Opportunities</p> <p>Need:</p> <p>Scope: LEA-wide</p>		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All PUSD schools have a high concentration (above 55 percent) of Foster Youth, English Learners, and Low-Income students. The following staff will be added to increase the number of staff providing direct services at schools.

- Additional TK staff will be maintained to reduce the student-staffing ratio to 12:1.
- Teachers will be hired to eliminate combination classes.
- Substitute teachers will be hired to support collaborative professional learning practices.
- Classified staff will be maintained to provide direct services to students with disabilities.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	<p>N/A</p> <p>All PUSD schools have a high concentration (above 55 percent) of Foster Youth, English Learners, and Low-Income students.</p> <p>LEAs that do not have comparison schools such as a single school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55% should indicate N/A.</p>
Staff-to-student ratio of certificated staff providing direct services to students	N/A	<p>N/A</p> <p>All PUSD schools have a high concentration (above 55 percent) of Foster Youth, English Learners, and Low-Income students.</p> <p>LEAs that do not have comparison schools such as a single school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55% should indicate N/A.</p>

2024-25 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$134,307,702	\$59,214,244	44.088%	0.000%	44.088%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$59,214,244.00	\$392,098.00	\$0.00	\$0.00	\$59,606,342.00	\$51,824,432.00	\$7,781,910.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Strengthen Curriculum and Instructional Practices	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,545,072.00	\$40,000.00	\$2,585,072.00				\$2,585,072.00	0
1	1.2	Provide Targeted Student Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,189,958.00	\$40,000.00	\$2,229,958.00				\$2,229,958.00	0
1	1.3	Measure and monitor academic progress	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,085,517.00	\$274,432.00	\$2,359,949.00				\$2,359,949.00	0
1	1.4	Promote college and career readiness at all levels	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,819,269.00	\$1,813,353.00	\$6,632,622.00				\$6,632,622.00	0
1	1.5	Provide academic enrichment opportunities for students	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,117,298.00	\$609,868.00	\$3,727,166.00				\$3,727,166.00	0
1	1.6	Facilitate 21st century learning strategies and supports	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,589,324.00	\$1,051,497.00	\$2,640,821.00				\$2,640,821.00	0
1	1.7	Focus on early learning initiatives	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All elementary schools Transitional Kindergarten	Ongoing	\$2,548,282.00	\$20,000.00	\$2,568,282.00				\$2,568,282.00	0

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
								ten									
1	1.8	Improve English Learner outcomes	English Learners		Yes	LEA-wide	English Learners	All Schools	Ongoing	\$512,022.00	\$40,000.00	\$552,022.00				\$552,022.00	0
1	1.9	Promote personalized learning and differentiated instruction	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$16,436,176.00	\$0.00	\$16,436,176.00				\$16,436,176.00	0
2	2.1	Identify and Implement Leadership Development Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$234,000.00	\$234,000.00				\$234,000.00	0
2	2.2	Design and Implement Holistic Training Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$259,591.00	\$416,071.00	\$675,662.00				\$675,662.00	0
2	2.3	Utilize a Distributed Leadership Model	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$632,330.00	\$64,135.00	\$696,465.00				\$696,465.00	0
3	3.1	Enhance Physical Safety and Well-being	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,624,134.00	\$327,439.00	\$4,951,573.00				\$4,951,573.00	0
3	3.2	Promote Social-Emotional Development	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,528,616.00	\$100,000.00	\$4,628,616.00				\$4,628,616.00	0
3	3.3	Implement Comprehensive Mental Health Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,092,256.00	\$0.00	\$4,092,256.00				\$4,092,256.00	0
3	3.4	Improve Attendance and Reduce Chronic Absenteeism	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$779,153.00	\$2,010,000.00	\$2,789,153.00				\$2,789,153.00	0
4	4.1	Develop a Comprehensive Communication and Marketing Strategy	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$397,985.00	\$20,000.00	\$417,985.00				\$417,985.00	0
4	4.2	Strengthen Community Partnerships and Resources	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$460,370.00	\$17,957.00	\$478,327.00				\$478,327.00	0

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	Improve home-school communication	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$104,526.00	\$104,526.00				\$104,526.00	0
4	4.4	Develop a Robust Parent Engagement and Education Program	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$7,079.00	\$36,534.00	\$43,613.00				\$43,613.00	0
5	5.1	Strengthen Diversity in Staff and Leadership	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	0
5	5.2	Implement Extra-curricular Programs to Promote School Connectedness	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$320,000.00	\$320,000.00				\$320,000.00	0
5	5.3	Promote Cultural Proficiency throughout the School Community	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	0
5	5.4	Fully Implement the District's Equity Action Plan	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	0
6	6.1	Increase Family Engagement			Yes	LEA-wide			Ongoing	\$200,000.00	\$142,098.00		\$342,098.00			\$342,098.00	0
6	6.2	Provide Enrichment and Social Emotional Learning Opportunities			Yes	LEA-wide			Ongoing	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	0

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$134,307,702	\$59,214,244	44.088%	0.000%	44.088%	\$59,214,244.00	0.000%	44.088 %	Total:	\$59,214,244.00
								LEA-wide Total:	\$59,214,244.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Strengthen Curriculum and Instructional Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,585,072.00	0
1	1.2	Provide Targeted Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,229,958.00	0
1	1.3	Measure and monitor academic progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,359,949.00	0
1	1.4	Promote college and career readiness at all levels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,632,622.00	0
1	1.5	Provide academic enrichment opportunities for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,727,166.00	0
1	1.6	Facilitate 21st century learning strategies and supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,640,821.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Focus on early learning initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All elementary schools Transitional Kindergarten	\$2,568,282.00	0
1	1.8	Improve English Learner outcomes	Yes	LEA-wide	English Learners	All Schools	\$552,022.00	0
1	1.9	Promote personalized learning and differentiated instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,436,176.00	0
2	2.1	Identify and Implement Leadership Development Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$234,000.00	0
2	2.2	Design and Implement Holistic Training Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$675,662.00	0
2	2.3	Utilize a Distributed Leadership Model	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$696,465.00	0
3	3.1	Enhance Physical Safety and Well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,951,573.00	0
3	3.2	Promote Social-Emotional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,628,616.00	0
3	3.3	Implement Comprehensive Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,092,256.00	0
3	3.4	Improve Attendance and Reduce Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,789,153.00	0
4	4.1	Develop a Comprehensive Communication and Marketing Strategy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$417,985.00	0
4	4.2	Strengthen Community Partnerships and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$478,327.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.3	Improve home-school communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$104,526.00	0
4	4.4	Develop a Robust Parent Engagement and Education Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,613.00	0
5	5.1	Strengthen Diversity in Staff and Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	0
5	5.2	Implement Extra-curricular Programs to Promote School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$320,000.00	0
5	5.3	Promote Cultural Proficiency throughout the School Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	0
5	5.4	Fully Implement the District's Equity Action Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	0
6	6.1	Increase Family Engagement	Yes	LEA-wide				0
6	6.2	Provide Enrichment and Social Emotional Learning Opportunities	Yes	LEA-wide				0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$221,746,005.00	\$238,438,758.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Expand AVID to include grades K-12, including continuation high school, to increase college-going rate of target students and provide early awareness of college to parents and students	Yes	\$2,177,430.00	\$2,085,273
1	1.2	Develop new courses to expand college-going, leadership opportunities, increase AP participation, and A-G completion	Yes	\$537,843.00	\$488,544
1	1.3	Maintain and Expand Current CTE Programs	Yes	\$4,556,639.00	\$4,527,895
1	1.4	Create new CTE courses and pathways to increase career readiness and graduation rate	Yes	\$3,000,000.00	\$2,901,072
1	1.5	Develop and Support Project-Based Learning to Increase College-Readiness	Yes	\$1,172,000.00	\$1,100,000
1	1.6	Maintain College Counselors, College and Career Centers, Support Staff	Yes	\$1,283,000.00	\$1,187,825
1	1.7	Implement services to increase college-going rates for underrepresented students	Yes	\$550,000.00	\$551,707
1	1.8	Provide research based GATE instruction to identify more underrepresented students as gifted or talented and support the district's goal to increase representation in	Yes	\$1,057,000.00	\$1,155,905

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		accelerated, AP courses in high school.			
1	1.9	Specialized Schools and Programs	Yes	\$1,000,000.00	\$1,098,124
1	1.10	Expand Odyssey High School to increase options for secondary students	Yes	\$750,000.00	\$789,207
1	1.11	Provide online courses for high school students	Yes	\$500,000.00	\$657,500
1	1.12	Summer School to improve academic skills of unduplicated students	Yes	\$1,000,000.00	\$1,200,000
2	2.1	Lead Teachers to support implementation of effective standards-based instruction for underrepresented and at-risk students	Yes	\$1,325,000.00	\$1,400,000
2	2.2	Professional Development to Support Quality Instruction	Yes	\$4,810,278.00	\$4,671,620
2	2.3	Content Specialists to develop high quality curriculum, assessments and professional development in core and elective classes	Yes	\$1,000,000.00	\$760,166
2	2.4	Collaborative Forms of Professional Growth	Yes	\$5,971,304.00	\$5,919,250
2	2.5	Maintain 1:1 digital devices to all TK-12 students	Yes	\$5,000,000.00	\$4,934,409
2	2.6	Web-based programs to enhance digital literacy, research, communication, and collaboration skills for students, teachers, and parents	Yes	\$590,000.00	\$665,310
2	2.7	Develop a District, Multi-tiered System of Support	Yes	\$2,115,000.00	\$2,171,155

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Monitor underrepresented students' academic and behavior progress through online data reports	Yes	\$1,900,000.00	\$1,871,373
2	2.9	Site-based interventions to support positive behavior, improve achievement in ELA, and other content areas, reduce D/F rates in grades 6-12 and assure students are academically prepared for rigorous high school courses	Yes	\$24,599,507.00	\$24,326,799
2	2.10	Curriculum and professional development focused on Designated and Integrated ELD for English Learners and standards-aligned ELA instruction for English Learners	Yes	\$1,000,000.00	\$520,803
2	2.11	Provide support to identify English Learners and progress toward learning English	Yes	\$1,000,000.00	\$1,149,546
2	2.12	Staffing for Instructional Technology Implementation	Yes	\$2,553,820.00	\$2,550,655
2	2.13	Digital and Print Supplemental Materials to Support Core Instruction	Yes	\$6,000,000.00	\$6,064,244
2	2.14	Core Support	No	\$1,200,000.00	\$72,602
2	2.15	Support New Teacher Induction	Yes	\$500,000.00	\$487,605
2	2.16	Provide Music, PE Instruction, and After School Activities to Increase Engagement and Maximize Learning for Underrepresented Students	Yes	\$1,534,000.00	\$1,516,805

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.17	Increase Engagement with School through the Arts	Yes	\$362,011.00	\$368,615
2	2.18	Libraries/Learning Centers	Yes	\$1,401,000.00	\$1,440,598
2	2.19	Transitional Kindergarten and Preschool Classes	Yes	\$2,000,000.00	\$3,526,520
2	2.20	Leadership Support	Yes	\$200,000.00	\$174,000
3	3.1	Base Program	No	\$105,200,444.00	\$125,619,354
3	3.2	School Connectedness and Engagement	Yes	\$5,000,000.00	\$4,905,592
3	3.3	Support for Positive Attendance to Maximize Learning Time	Yes	\$3,000,000.00	\$2,963,565
3	3.4	Differentiated and Collaborative Teaching Support	No	\$1,296,167.00	\$745,057
3	3.5	Class Size Support	Yes	\$10,006,970.00	\$12,161,565
3	3.6	Support for Foster Youth Students	Yes	\$2,824,945.00	\$2,593,028
3	3.7	Support for Homeless Students	Yes	\$118,490.00	\$125,954
3	3.8	School Nursing Services	Yes	\$647,000.00	\$672,305
3	3.9	Support for Safe and Clean Facilities	No	\$5,067,950.00	\$1,828,697

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.10	Support for long-term infrastructure and equipment	No	\$1,200,000.00	\$3,442,649
3	3.11	Technology Infrastructure to Support Teaching and Learning	No	\$1,400,000.00	\$252,623
3	3.12	Address Technology and Security Needs	No	\$1,042,624.00	\$658,103
4	4.1	Parent Education	Yes	\$1,000,000.00	\$23,613
4	4.2	Parent Outreach and Liaisons	Yes	\$1,038,583.00	0
4	4.3	Home School Communication	Yes	\$250,000.00	\$104,526
5	5.1	Professional Development	No	\$1,000.00	\$1,000
5	5.2	Differentiated and Collaborative Teaching Support	No	\$2,000.00	\$2,000
5	5.3	Parent Education	No	\$1,000.00	\$1,000
5	5.4	Attendance Goalsetting	No	\$1,000.00	\$1,000
5	5.5	Supporting Inclusive Practices	No	\$1,000.00	\$1,000
5	5.6	Supplemental Materials	No	\$1,000.00	\$1,000

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$63,742,158	\$105,331,820.00	\$105,812,673.00	(\$480,853.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Expand AVID to include grades K-12, including continuation high school, to increase college-going rate of target students and provide early awareness of college to parents and students	Yes	\$2,177,430.00	\$2,085,273		
1	1.2	Develop new courses to expand college-going, leadership opportunities, increase AP participation, and A-G completion	Yes	\$537,843.00	\$488,544		
1	1.3	Maintain and Expand Current CTE Programs	Yes	\$4,556,639.00	\$4,527,895		
1	1.4	Create new CTE courses and pathways to increase career readiness and graduation rate	Yes	\$3,000,000.00	\$2,901,072		
1	1.5	Develop and Support Project-Based Learning to Increase College-Readiness	Yes	\$1,172,000.00	1,100,000		
1	1.6	Maintain College Counselors, College and Career Centers, Support Staff	Yes	\$1,283,000.00	\$1,187,825		
1	1.7	Implement services to increase college-going rates for underrepresented students	Yes	\$550,000.00	\$551,707		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.8	Provide research based GATE instruction to identify more underrepresented students as gifted or talented and support the district's goal to increase representation in accelerated, AP courses in high school.	Yes	\$1,057,000.00	\$1,155,905		
1	1.9	Specialized Schools and Programs	Yes	\$1,000,000.00	\$1,098,124		
1	1.10	Expand Odyssey High School to increase options for secondary students	Yes	\$750,000.00	\$789,207		
1	1.11	Provide online courses for high school students	Yes	\$500,000.00	\$657,500		
1	1.12	Summer School to improve academic skills of unduplicated students	Yes	\$1,000,000.00	\$1,200,000		
2	2.1	Lead Teachers to support implementation of effective standards-based instruction for underrepresented and at-risk students	Yes	\$1,325,000.00	\$1,400,000		
2	2.2	Professional Development to Support Quality Instruction	Yes	\$4,810,278.00	\$4,671,620		
2	2.3	Content Specialists to develop high quality curriculum, assessments and professional development in core and elective classes	Yes	\$1,000,000.00	\$760,166		
2	2.4	Collaborative Forms of Professional Growth	Yes	\$5,971,304.00	\$5,919,250		
2	2.5	Maintain 1:1 digital devices to all TK-12 students	Yes	\$5,000,000.00	\$4,934,409		
2	2.6	Web-based programs to enhance digital literacy, research, communication, and collaboration skills for students, teachers, and parents	Yes	\$590,000.00	\$665,310		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Develop a District, Multi-tiered System of Support	Yes	\$2,115,000.00	\$2,171,155		
2	2.8	Monitor underrepresented students' academic and behavior progress through online data reports	Yes	\$1,900,000.00	\$1,871,373		
2	2.9	Site-based interventions to support positive behavior, improve achievement in ELA, and other content areas, reduce D/F rates in grades 6-12 and assure students are academically prepared for rigorous high school courses	Yes	\$24,599,507.00	\$24,326,799		
2	2.10	Curriculum and professional development focused on Designated and Integrated ELD for English Learners and standards-aligned ELA instruction for English Learners	Yes	\$1,000,000.00	\$520,803		
2	2.11	Provide support to identify English Learners and progress toward learning English	Yes	\$1,000,000.00	\$1,149,546		
2	2.12	Staffing for Instructional Technology Implementation	Yes	\$2,553,820.00	\$2,550,655		
2	2.13	Digital and Print Supplemental Materials to Support Core Instruction	Yes	\$6,000,000.00	\$6,064,244		
2	2.15	Support New Teacher Induction	Yes	\$500,000.00	\$487,605		
2	2.16	Provide Music, PE Instruction, and After School Activities to Increase Engagement and Maximize	Yes	\$1,534,000.00	\$1,516,805		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Learning for Underrepresented Students					
2	2.17	Increase Engagement with School through the Arts	Yes	\$362,011.00	\$368,615		
2	2.18	Libraries/Learning Centers	Yes	\$1,401,000.00	\$1,440,598		
2	2.19	Transitional Kindergarten and Preschool Classes	Yes	\$2,000,000.00	\$3,526,520		
2	2.20	Leadership Support	Yes	\$200,000.00	\$174,000		
3	3.2	School Connectedness and Engagement	Yes	\$5,000,000.00	\$4,905,592		
3	3.3	Support for Positive Attendance to Maximize Learning Time	Yes	\$3,000,000.00	\$2,963,565		
3	3.5	Class Size Support	Yes	\$10,006,970.00	\$12,161,565		
3	3.6	Support for Foster Youth Students	Yes	\$2,824,945.00	\$2,593,028		
3	3.7	Support for Homeless Students	Yes	\$118,490.00	\$125,954		
3	3.8	School Nursing Services	Yes	\$647,000.00	\$672,305		
4	4.1	Parent Education	Yes	\$1,000,000.00	\$23,613		
4	4.2	Parent Outreach and Liaisons	Yes	\$1,038,583.00	0		
4	4.3	Home School Communication	Yes	\$250,000.00	\$104,526		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$142,274,312	\$63,742,158	29.57%	74.372%	\$105,812,673.00	0.000%	74.372%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).